DOCUMENT RESUME

ED 287 548 JC 870 484

AUTHOR Harper, Jane; And Others
TITLE Improvement of Instruction in Critical Foreign Languages: A Report on the 1987 Languages for Communication Workshops at Tarrant County Junior College Northeast Campus (Hurst, Texas, July 13-August 6, 1987).
INSTITUTION Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.
PUB DATE 87
NOTE 40p.
PUB TYPE Collected Works - Conference Proceedings (021) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College School Cooperation; Community Colleges; High Schools; Inservice Teacher Education; Language Proficiency; Language Teachers; Oral Language; Program Descriptions; *Second Language Instruction; *Speech Communication; *Teacher Workshops; *Teaching Methods; Two Year Colleges

ABSTRACT

Since 1985, Tarrant County Junior College, Northeast Campus, in Hurst, Texas has offered workshops and classes for secondary school teachers of foreign languages. The series of 10 16-hour workshops held during summer 1987 were intended primarily as in-service training for secondary school foreign language teachers and secondarily as a retraining for secondary school teachers specializing in areas other than language who had been assigned to teach languages the next academic year. The workshops were designed to help teachers: (1) become familiar with current terminology and methods of measuring oral proficiency; (2) increase their own oral proficiency in the language they teach; (3) increase their security and confidence in speaking that language; (4) develop an enhanced repertoire of instructional activities and materials; (5) gain cultural information about the people who speak that language; and (6) use the computer to generate instructional materials. Recruitment activities, which were conducted at local, state, and national levels, resulted in the filling of all 190 funded participant positions. The project report describes the content and outcomes of the workshops, providing pre- and post-test data on the achievement of objectives, as well as plans for 1988. Recruitment, registration, and additional evaluation materials are appended. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED287548

Improvement of Instruction in Critical Foreign Languages: A Report of the 1987 Languages for Communication Workshops at Tarrant County Junior College Northeast Campus

Jane Harper
Madeleine Lively
Pam Kaatz

Humanities Division
Tarrant County Junior College
Northeast Campus

1987

JC 870 484

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jane Harper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

IMPROVEMENT OF INSTRUCTION IN CRITICAL FOREIGN LANGUAGES: A REPORT ON THE 1987 LANGUAGES FOR COMMUNICATION WORKSHOPS AT TARRANT COUNTY JUNIOR COLLEGE NORTHEAST CAMPUS

ABSTRACT

Tarrant County Junior College Northeast Campus offered a series of ten 16-hour workshops for secondary school teachers of foreign languages during the summer of 1987. Seventy-one teachers enrolled for a total of 210 workshops.

The workshops were supported by a grant from the Education for Economic Security Act, Title II, which provided funds for instructional costs and for tuition and materials stipends for participants.

After the success of the 1987 series, Northeast Campus has received an EESA grant for eleven workshops in the summer of 1988.

IMPROVEMENT OF INSTRUCTION IN CRITICAL FOREIGN LANGUAGES: A REPORT ON THE 1987 LANGUAGES FOR COMMUNICATION WORKSHOPS AT TARRANT COUNTY JUNIOR COLLEGE NORTHEAST CAMPUS

Based on our national need for people who do not merely know about a second language but who can actually use it, the Texas essential elements in foreign language teaching and learning heavily emphasize the development of oral proficiency in students. The research of numerous psycholinguists tells us that if students are to become proficient in a new language, they must hear the language extensively before trying to speak it, the input they receive must be both accurate and comprehensible, and they must feel secure enough to risk trying to produce language.

Many teachers, however, are not proficient enough themselves to provide the quality of instruction needed. Many have never possessed good speaking skills; some have lost much of their oral facility while teaching beginners during several years without travel or study time for themselves; others cannot provide a secure environment because of their own insecurity in speaking the language. With the increasing language enrollments in secondary schools, some teachers who have specialized in other disciplines but who took foreign language courses in college, perhaps many years ago, are being assigned classes in foreign languages. In addition, many teachers are lacking in techniques and materials for teaching and testing oral proficiency in students. Teachers from all these categories need assistance in the area of

language for oral communication.

The Department of Foreign Languages at Tarrant County Junior College Northeast Campus has long recognized the value of teaching languages with a primary instructional emphasis on the development of oral communication competence in students. Effective instruction for oral communication skill development requires a large and varied repertoire of activities and materials as well as good oral proficiency and self-confidence on the part of the teachers. In order to offer opportunities to secondary-school teachers to enhance their oral communication skills and to broaden and enrich their activities/materials list, Northeast Campus has offered workshops and classes for teachers of foreign languages since 1985.

WORKSHOP GOALS AND OBJECTIVES

In response to the need of teachers for assistance in developing language and instructional skills, TCJC Northeast Campus designed a series of ten 16-hour workshops for the summer of 1987. These Language for Communication Workshops were intended primarily as in-service training for secondary school foreign language teachers and secondarily as retraining for secondary teachers who were specializing in areas other than languages but who were assigned to teach languages during the next academic year.

The Language for Communication Workshops had as the primary objectives that the participating teachers would:

1. Become familiar with the current terminology and methods of measuring oral proficiency;
2. Increase their own oral proficiency in the language that they teach;
3. Increase their security and confidence in speaking that language;
4. Develop an enhanced repertoire of instructional activities and materials which encourage students' oral participation in class, and, therefore, the development of oral skills;
5. Gain cultural information about the people who speak that language;
6. Use the computer to generate instructional materials.

GRANT INFORMATION

TCJC acquired funding through the Education for Economic Security Act, Title II, to support this project. Monies were allocated for methodology specialists, for tuition and materials stipends for participants, and for publicity and instructional supplies. TCJC received a total of $20,067 from EESA for these project costs.

COOPERATING LOCAL EDUCATION AGENCY

The Fort Worth Independent School District was the cooperating local education agency for the project. Annette Lowry, Program Director for Foreign Languages for the district, worked directly with the TCJC foreign language faculty in the design of the workshop curriculum and schedule and in publicizing the offerings among the Fort Worth teachers.

RECRUITMENT OF PARTICIPANTS

Once the project was funded by EESA, the directors implemented the publicity and recruitment campaign. The most effective recruitment activity was the distribution of invitation letters and application forms by mail. Personally-addressed letters were sent to all foreign language teachers in the Dallas/Fort Worth Metroplex school districts. Packets of materials were sent to the foreign language consultants and program directors in the major cities in Texas. Similarly, letters were sent to the department of foreign languages in every secondary school in Texas with an enrollment of 150 or more students.

In addition to the direct-mail campaign, other recruitment efforts were made. Brochures, letters and application forms were distributed at the fall joint conference of the American Council on the Teaching of Foreign Languages and the Texas Foreign Language Association held in Dallas, at the spring joint conference of the Southwest

Conference on Language Teaching and the Texas Foreign Language Association held in San Antonio, and at the spring meeting of the American Association of Teachers of Spanish and Portuguese held in Fort Worth. Also, announcements were placed in the TFLA Newsletter and the Fort Worth Star Telegram. Inquiries and enrollments by interested teachers resulted from each publicity activity.

All 190 participant positions in workshops funded directly to TCJC were filled. Furthermore, every teacher who met the qualifications for the grant, being certified to teach a foreign language in the Texas schools or having a teaching position in foreign languages for the fall semester, received tuition funds through the grant. Regretably, only nine of the sixty positions designated specifically for teachers from the Fort Worth Independent School District, the cooperating local education agency for the grant activity, were filled.

WORKSHOP SCHEDULE AND CURRICULUM

The workshops were held during a four-week period between July 13 and August 6, 1987, on Northeast Campus. Workshop sessions were scheduled between 8:00 am and 5:00 pm so that participants could choose to attend all day, mornings only, afternoons only, from one to four weeks, taking from one workshop of 16 hours to eight workshops totalling 128 hours. This "flexible schedule" was patterned after a similar schedule used during the workshop series of 1986 which had been very popular with participants.

The following time-table was developed to utilize the flexible scheduling:

Week 1

8:00 - 12:00	Oral Proficiency Testing
1:00 - 5:00	Curriculum for Oral Proficiency

Week 2

8:00 - 12:00	Conversation Methods and Materials
1:00 - 3:00	Films in French/Films in Spanish
3:00 - 5:00	Conversation in French/
	Conversation in Spanish

Week 3

8:00 - 12:00	Shared Practices Seminar
1:00 - 3:00	Films in French/Films in Spanish, cont.
3:00 - 5:00	Conversation in French/
	Conversation in Spanish, cont.

Week 4

8:00 - 12:00	Color Connection
1:00 - 5:00	Materials Design and Development

EVALUATION

A number of factors must be considered in the evaluation of the project, the focus of which might be considered three-fold:

1. the acquisition of information about oral proficiency methodologies;
2. the development of the participant's own oral proficiency;
3. the development of materials to increase oral proficiency in the classroom.

Acquisition of Information about Oral Proficiency Methodologies

A major set of objectives of the project centered around the development of new skills in current oral proficiency methodologies appropriate for second language acquisition. The development of instructional activities to encourage students' participation in class and to awaken their interest in the language and culture was emphasized. Participants were encouraged to co-ordinate that development with the textbooks and curriculum they are currently using in the classroom.

Consultants Dr. Joan Manley and Dr. James Hendrickson directed the workshops centering on the development of instructional activities, **Curriculum for Proficiency** and **Conversation Methods and Materials**, respectively. Dr. Marion Webb emphasized the need for developing evaluation techniques that reflect this style of instruction in her workshop, **Oral Proficiency Testing.**

In both workshops centering on instructional activities, participants were asked to rate themselves on a scale of 1 to 5 concerning their familiarity/knowledge of proficiency-based instruction. Table I shows the gains in information made by the participants in each workshop. Appendix B contains the evaluation documents with the pre- and post-workshop scores on each item.

TABLE I

ACQUISITION OF INFORMATION ABOUT ORAL PROFICIENCY METHODLOGIES

	Pre	Post	Change
Curriculum for Proficiency	2.13	3.87	1.74
Conversation Methods and Materials	2.67	4.27	1.60

Observations

1. Although the participants are practicing foreign language teachers, they were, as a group, relatively uninformed about proficiency terminalogy, testing, curriculum, methodologies, and materials.

2. In every area participants indicated gains in information.

3. It is probable that the overall pre-assessment score for the second workshop is significantly higher than that of the first because many of the participants entered the second workshop with knowledge recently gained from the first.

4. Continued gains are evident in the second workshop, starting at a higher point and advancing almost the same degree.

In the **Curriculum for Proficiency** and the **Oral Proficiency Testing** workshops the participants were asked to rate their knowledge of these two topics using the ACTFL scale. Appendix B contains the evaluation documents with the pre- and post-workshop scores on each item.

TABLE II

PERCEIVED ORAL PROFICIENCY AWARENESS RATINGS

	Curriculum for Proficiency		**Oral Proficiency Testing**	
	Pre	**Post**	**Pre**	**Post**
Superior	0	0	0	0
Advanced	1	9	6	9
Intermediate	9	17	2	9
Novice	17	0	17	4

Observations

1. The gain in one's perception of curriculum knowledge appears to come easier and faster than that in testing, possibly indicating the difficulty of developing the oral evaluation process.

2. The lower gains in the **Testing** ratings might reflect, however, the participants' lack of interest in becoming official testers certified through ACTFL.

Conclusion

In all three workshops concerning oral proficiency methodologies, gains in perceived acquisition of information were evidenced by participants.

Development of Participant's Own Oral Proficiency

A second major set of objectives centered around the development of the participant's own oral proficiency. In order to provide proper oral language modeling and comprehensible input in the classroom, teachers must themselves feel secure in their speaking ability. It is reasonable to assume that if a teacher perceives a personal gain in speaking ability, then an increased ability will follow, usually due to more practice and risk-taking. As the teacher's oral proficiency increases, the students receive improved modeling and comprehensible input, subsequently enhancing the environment necessary to produce higher oral skills in the students.

The French and Spanish **Films/Conversation** workshops were offered to meet these goals. Each day for eight afternoons, the groups viewed a film in the target language and participated in conversation activities

that were coordinated with the films. The viewing of the films provided comprehensible input that increased listening abilities and enriched vocabulary. The subsequent conversation activities provided non-stressful opportunities for self-expression.

Since there were no oral proficiency pre- or post-workshop interviews conducted in order to measure the participants' gain in proficiency level, the evaluation instruments were based on the participants' **perception** of their own gains. In the evaluation instruments, the participants were asked to rate themselves on their overall abilities in the language, including functional and achievement aspects, on a scale of 1 to 5. Table III shows the perceived language ability gains. Appendix C contains the evaluation documents with the pre- and post-workshop scores on each item.

TABLE III

PERCEIVED LANGUAGE ABILITY RATINGS

	Pre	Post	Difference
French Teachers	2.87	3.35	.48
Spanish Teachers	3.17	3.56	.39

Observations

1. Spanish teachers rated themselves higher at the outset, possibly reflecting:

   a. more opportunity to practice Spanish in Texas and
   b. the presence of some native speakers in the group.

2. The French teachers perceived greater gains, possibly because their initial rating was lower and progress advances faster at the lower levels.

Conclusions

1. Participants showed an increase in perceived oral abilities in every aspect, functional and achievement. (See Appendix C for an item analysis.)

2. Two weeks at sixteen hours per week appear to be too short a time to effect significant changes in oral skills. However, the instructors noted great improvement in pronunciation, risk-taking vocabulary, cultural awareness, and overall confidence.

Development of Materials to Increase Oral Proficiency in the Classroom

A third major set of objectives centered around the development of activities and materials to increase the comprehensible input necessary to development oral proficiency. Teachers often express frustration with inservice workshops that present theory and methodology but that leave them without the fundamental physical tools necessary to implement the newly-gained techniques in the classroom.

The three workshops dealing with materials development were **Best Practices, Color Connection** and **Materials Development.** The **Best Practices** seminar could not be numerically evaluated due to its unique format. Pre- and post-workshop evaluation instruments could not be developed on pre-determined criteria since the seminar consisted of the sharing of selected classroom practices of the participants. Therefore, participants were asked to list the most usable ideas gained during the seminar. The extensive list they compiled appears in Appendix D.

The **Color Connection** workshop consisted of the explanation and demonstration of learning theories and the visuals and props to implement those theories while the **Materials Development** workshop allowed the participants time to actually develop their own personal set of supplies.

The participants were asked to rate themselves concerning their awareness of language-learning theories and their current supply of materials to implement those theories (see Appendix D). The most

dramatic results were noted when the participants rated their "increase of supply of pedagogical materials" on a scale of 1 to 5. Table IV reports those results.

TABLE IV

INCREASE IN SUPPLY OF PEDAGOGICAL MATERIALS

1.	**Slides**	1.68
2.	**Visual aids**	4.72
3.	**Computer-generated art**	4.65
4.	**Audio tapes**	2.45
5.	**Teaching games**	4.00
6.	**Posters and signs**	4.69

Observations

1. The low score in the slides category can be attributed to the short time span of the workshop. Participants ordered their film and many returned the following week to produce their slides after the filing of the post-assessment documents.

2. The low score in the audio tapes category can be attributed to the fact that participants chose to spend their time producing the "hands on" materials.

3. While the average increase in supplies was a 3.70, a dramatic increase of 4.52 is noted when the two explainably low categories are omitted.

4. The instructors reported an atmosphere of enthusiastic production and sharing on the part of the participants.

Conclusion

Teachers left the workshops with noticibly increased supplies to take back to their classrooms, particularly in the areas of visual aids, posters and signs, computer-generated art, and teaching games.

Additional Evaluations of the Project

In addition to the measurable outcomes and achievements based on the pre- and post-workshop assessment instruments, other results of the project can be noted.

1. Attendance and participation were consistant and enthusiastic. Several participants added workshops as the sessions progressed, some at their own expense.

2. Many of the participants became aware, some for the first time, of the existence of the state and national foreign

language professional organizations. Thirty-one Texas Foreign Language Association and seventeen American Council on the Teaching of Foreign Languages memberships were collected and mailed to these organizations.

3. Many participants, having sensed a feeling of isolation on their individual campuses, expressed enthusiasm for their new-found support group, or alliance, with their professional colleagues.

4. Many of the local participants have continued developing their own oral proficiency by enrolling in the French and Spanish conversation, French films, and Barrio Spanish courses offered on the TCJC Northeast Campus during the evenings this fall semester. These enrollments will intensify the results of the project while increasing the enrollment in the specialized courses for language teachers on the campus.

5. Several of the participants have already indicated an interest in further training in language and methodology in the workshops scheduled on Northeast Campus during the summer, 1988.

6. The positive experience of the participants in the project will enlarge the group of professional "friends" of Tarrant

County Junior College in the academic community of the area. These teachers can have a positive impact on the image of the College with their constituency of students and parents.

PLANS FOR 1988

A series of eleven one- and two-week workshops funded by EESA, Title II, will be offered on a similar flexible schedule during July and August, 1988. The workshop topics will again emphasize language development, methodology, and materials production for oral communication skills. Tuition and materials development stipends are available for a total of 275 workshop enrollments. Additional information is available from the Department of Foreign Languages, Tarrant County Junior College Northeast Campus, 828 Harwood Road, Hurst, Texas 76054.

APPENDIX A

RECRUITMENT AND REGISTRATION DOCUMENTS

TARRANT COUNTY JUNIOR COLLEGE DISTRICT
NORTHEAST CAMPUS 828 HARWOOD ROAD • HURST, TEXAS 76054 • TELEPHONE 817-281-7860

17 November 1986

Dear Colleague:

The Department of Foreign Languages of Tarrant County Junior College Northeast Campus is pleased to offer for the summer of 1987 a series of ten 16-hour continuing education workshops for teachers of French, German, Spanish, and English for Speakers of Other Languages. These workshops are open to teachers in elementary and secondary schools and in higher education in the public and private sectors.

The workshops will be offered during the weeks of July 13 through August 6, Monday through Thursday only. Any combination of our schedule which suits your personal schedule is possible, allowing you to take from one to eight workshops.

Three nationally-acclaimed consultants as well as regular and adjunct faculty at TCJC make up the slate of instructors, offering a wide variety in background, language specialty, area of expertise, and source of experience. The following workshops will be offered:

+Oral Proficiency Testing, taught by Dr. Marion Webb of Houston Baptist University.

+Curriculum for Oral Proficiency, taught by Dr. Joan Manley of the University of Texas at El Paso.

+Conversation Methods and Materials, taught by a consultant

*Shared Practices Seminar will provide participants the opportunity to share their most effective instructional strategies, games, and materials.

*Materials Design and Development will be a practicum in development of instructional materials for classroom use.

*Color Connection includes color-coded teaching techniques and preparation of a personal set of materials.

+Films in French and +Films in Spanish offer the viewing of a series of current movies available on videocassette.

+Conversation in French and +Conversation in Spanish will be based on the films viewed each day.

*Approved by TEA for Advanced Academic Training hours
+TEA approval pending

The enrollment deadline is July 1. Tuition for each workshop is $35. However, a federal grant from Title II of the Education for Economic Security Act allows TCJC to offer total tuition stipends for the first 190 workshop registrations. (Stipends are for the first 190 workshops requested, not the first 190 teachers to register.) In addition, the first 70 registrations in Color Connection, Materials Design and Development, and Shared Practices Seminar will receive $50 towards the cost of materials developed in class.

Please feel free to call our office at (817) 281-7869, Ext. 470, for additional information. We would appreciate your sharing news of our workshops with your colleagues. A registration form is attached to this letter for your convenience. Photocopies of the form will also be accepted.

We look forward to sharing a most enriching summer session with you.

Sincerely,

Madelvine Lively

Madelvine Lively
Acting Chair, Department of Foreign Languages

SCHEDULE

Week 1: July 13-17

8 - 11:50 Oral Proficiency Testing
1 - 4:50 Curriculum for Oral Proficiency

Week 2: July 20-23

8 - 11:50 Conversation Methods and Materials
1 - 2:50 Movies in French
1 - 2:50 Movies in Spanish
3 - 4:50 Conversation in French
3 - 4:50 Conversation in Spanish

Week 3: July 27-30

8 - 11:50 Shared Practices Seminar
1 - 2:50 Movies in French, cont'd.
1 - 2:50 Movies in Spanish, cont'd.
3 - 4:50 Conversation in French, cont'd.
3 - 4:50 Conversation in Spanish, cont'd.

Week 4: August 3-6

8 - 11:50 Color Connection
1 - 4:50 Materials Design and Development

TCJC is an Equal Opportunity Institution/equal access to the handicapped

REGISTRATION

WORKSHOPS FOR TEACHERS OF FOREIGN LANGUAGES

Name:_____ Social Security Number ☐☐☐ ☐☐ ☐☐☐☐

Address: _____

City, State and Zip:_____

Phone:_____

Institution where currently teaching:_____

Language, grades and level taught:_____

Please register me for the following workshops:

Week 1: July 13-17

- ☐ 8 - 11:50 Oral Proficiency Testing
- ☐ 1 - 4:50 Curriculum for Oral Proficiency

Week 2: July 20-23

- ☐ 8 - 11:50 Conversation Methods & Materials

Weeks 2 & 3: July 20-30

- ☐ 1 - 2:50 Movies in French
- ☐ 1 - 2:50 Movies in Spanish
- ☐ 3 - 4:50 Conversation in French
- ☐ 3 - 4:50 Conversation in Spanish

Week 3: July 27-30

- ☐ 8 - 11:50 Shared Practices

Week 4: August 3-6

- ☐ 8 - 11:50 Color Connection
- ☐ 1 - 4:50 Materials Design & Development

I have indicated the number of workshops checked and the tuition due:

☐ 1 workshop @ $35	☐ 4 workshops @ $140	☐ 7 workshops @ $245
☐ 2 workshops @ $70	☐ 5 workshops @ $175	☐ 8 workshops @ $280
☐ 3 workshops @ $105	☐ 6 workshops @ $210	

Enclose this form and your check made out to TCJC and mail to:

TCJC Northeast Campus
Office of Continuing Education
828 Harwood Road
Hurst, Texas 76054

TCJC is an Equal Opportunity Institution/equal access to the handicapped

LANGUAGES FOR COMMUNICATION

"Access of Minority Students"

As stated in the funding policies of the Education for Economic Security Act, participation by teachers serving schools with large minority enrollments is greatly encouraged. In order to determine a break-down of the ethnic background of your students please furnish the following numbers:

Of the _____ students that I teach,

_____ students are black,

_____ students are Asian or Pacific Islanders,

_____ students are hispanic,

_____ students are American Indian, and

_____ students are white.

Signed _____ Ethnic group _____

School and teaching assignment _____

School District _____

School Affiliation: (Check One)

Public ____

Private ____

Parochial ____

APPENDIX B

ACQUISITION OF INFORMATION ABOUT ORAL PROFICIENCY METHODOLOGIES

ASSESSMENTS OF METHODOLOGY WORKSHOPS

Curriculum for Proficiency

Oral Proficiency Testing

Conversation Methods and Materials

CURRICULUM FOR PROFICIENCY WORKSHOP

EVALUATION DATA

I rate my proficiency in Proficiency-based Curriculum at the level of:

	Pre	Post
Novice	17	0
Intermediate	9	17
Advanced	1	9
Superior	0	0

I rate my familiarity with the following concepts/ideas/terms in the context of proficiency-based curriculum as follows:

Unfamiliar 1 2 3 4 5 Very familiar

	Pre	Post	Difference
a. Function	2.15	3.65	1.50
b. Content/Context	2.44	3.46	1.02
c. Accuracy	2.52	4.12	1.60
d. Contextualizing	2.07	3.73	1.66
e. Recyling	2.04	4.04	2.00
f. Concept control	1.89	4.04	2.15
g. Partial control	2.00	3.96	1.96
h. Full control	1.96	3.92	1.96

ORAL PROFICIENCY TESTING

EVALUATION DATA

		Pre	Post	
1.	I would rate my proficiency in Oral Proficiency Testing at the level of:			
	Novice	17	4	
	Intermediate	2	9	
	Advanced	6	9	
	Superior	0	0	
2.	Course content test: evaluation of oral proficiency level of lists of functions	Pre	Post	Difference
		10.86	15.86	5.86

CONVERSATION METHODS AND MATERIALS WORKSHOP

EVALUATION DATA

Indicate your knowledge of oral proficiency.

None 1 2 3 4 5 Much

	Pre	Post	Difference
1. The meaning of proficiency	3.14	4.27	1.13
2. Achievement versus proficiency	2.90	4.20	1.30
3. Functional language proficiency	2.69	4.27	1.58
4. Most recent ACTFL Guidelines	2.21	3.97	1.76
5. Levels of proficiency	3.21	4.47	1.26
6. Students' proficiency needs	2.79	4.27	1.48

Indicate your knowledge of oral proficiency techniques.

None 1 2 3 4 5 Much

	Pre	Post	Difference
1. Interview-type activities	2.71	4.37	1.66
2. Description-type activities	2.64	4.33	1.69
3. Role play activities	2.89	4.47	1.58
4. Storytelling activities	2.14	4.30	2.16
5. Other oral proficiency activities	2.43	4.17	1.74
6. How to create oral proficiency materials	2.21	4.17	1.96

APPENDIX C

DEVELOPMENT OF PARTICIPANT'S OWN ORAL PROFICIENCY

French Films

French Conversation

Spanish Films

Spanish Conversation

FRENCH FILMS

EVALUATION DATA

The figures represent the average number of entries cited in each category by participants.

	Pre	Post	Difference
1. Films in French that I have seen are:	5.42	12.60	7.18
2. My favorite French film actors are:	1.08	2.40	1.32
3. My favorite French film actresses are:	.83	2.00	1.17
4. French film directors whose work I have seen are:	1.67	5.50	3.83

CONVERSATION FOR TEACHERS OF FRENCH

EVALUATION DATA

How would you describe your current oral abilities in French?

	Pre	Post
Novice Low	0	0
Novice Mid	1	0
Novice High	0	0
Intermediate Low	3	0
Intermediate Mid	4	3
Intermediate High	2	5
Advanced	1	1
Advanced Plus	1	1
Superior	0	0

How confident of your abilities in French do you feel in each of these situations?

Not at all 1 2 3 4 5 Very

	Pre	Post	Difference
a. In your classes	4.36	4.50	.14
b. With students outside of class	4.27	4.40	.13
c. With colleagues	3.08	3.50	.42
d. With other teachers from other schools	2.83	3.60	.77
e. In formal situations with predetermined topics	3.00	3.80	.80
f. In social situations with native speakers	2.25	2.80	.55
g. With native speakers in their country	2.17	2.90	.73

Indicate your strengths and weaknesses in each area.

Weak 1 2 3 4 5 Strong

	Pre	Post	Difference
a. Grammar	3.33	3.70	.37
b. Classroom vocabulary	3.83	4.50	.67
c. Casual conversation vocabulary	2.75	3.50	.75
d. Current events/ political vocabulary	1.58	1.90	.32
e. Literary vocabulary	2.16	2.60	.44
f. Slang	1.67	1.80	.13

SPANISH FILMS

EVALUATION DATA

The figures represent the average number of entries cited in each category by participants.

	Pre	Post	Difference
1. Films in Spanish that I have seen are:	1.62	6.90	5.28
2. My favorite Spanish film actors are:	.23	1.20	.97
3. My favorite Spanish film actresses are:	.23	1.70	1.47
4. Spanish film directors whose work I have seen are:	.00	.00	.00

CONVERSATION FOR TEACHERS OF SPANISH

EVALUATION DATA

How would you describe your current oral abilities in Spanish?

	Pre	Post
Novice Low	0	0
Novice Mid	1	0
Novice High	1	0
Intermediate Low	0	1
Intermediate Mid	2	1
Intermediate High	4	3
Advanced	4	3
Advanced Plus	1	2

How confident of your abilities in Spanish do you feel in each of these situations?

Not at all 1 2 3 4 5 Very

	Pre	Post	Difference
a. In your classes	4.08	4.30	.22
b. With students outside of class	3.75	4.00	.25
c. With colleagues	3.23	3.60	.37
d. With other teachers from other schools	3.23	3.70	.47
e. In formal situations with predetermined topics	3.31	3.80	.49
f. In social situations with native speakers	2.92	3.30	.38
g. With native speakers in their country	2.83	3.33	.50

Indicate your strengths and weaknesses in each area.

Weak 1 2 3 4 5 Strong

	Pre	Post	Difference
a. Grammar	3.77	3.80	.03
b. Classroom vocabulary	4.00	4.30	.30
c. Casual conversation vocabulary	3.38	3.60	.22
d. Current events/ political vocabulary	2.38	3.00	.62
e. Literary vocabulary	2.46	3.10	.64
f. Slang	1.85	2.40	.55

APPENDIX D

DEVELOPMENT OF MATERIALS TO INCREASE ORAL PROFICIENCY IN THE CLASSROOM

ASSESSMENTS OF MATERIALS WORKSHOPS

Best Practices Seminar

Color Connection

Materials Development

SHARED PRACTICES SEMINAR

EVALUATION DATA

As the evaluation documentation for the Shared Practices Seminar, participants were asked to list the most usuable idea gained during the seminar. The presentations listed are the ones most frequently named.

1. Natural Approach introduction for first class meeting
2. Country/nationality presentation with visual representation on flagpoles
3. Rapping
4. Animal puppets
5. Magnetic tape for use on chalkboards
6. Visual vowel cards
7. Ring toss game
8. Concentration board
9. Verb race game
10. Post-It Board and its uses
11. Food preparation ideas
12. Computer made banners
13. Verb box
14. "Request" system of questioning the instructor
15. "Super Stars" with a chart of negative and positive incentives
16. Clocks with hands
17. Transparency designs
18. Classroom management tips
19. Bingo games
20. Use of common games, adapted for the foreign language classroom

COLOR CONNECTION WORKSHOP

EVALUATION DATA

I would rate my awareness of the following current foreign language teaching/learning theories/theorists as:

Unaware 0 1 2 3 4 5 Aware

	Pre	Post	Difference
a. Piaget's reality	.86	3.24	2.38
b. Hemisphericity (right-brained input)	1.97	3.69	1.72
c. Lazanov (super learning)	.59	3.46	2.87
d. Asher (TPR)	2.62	4.55	1.93
e. Winitz (comprhension)	.38	2.96	2.58
f. Linear/Non-linear	1.07	3.72	2.65
g. Explicit/Implicit	1.00	3.14	2.14
h. Terrell/Krashen (natural approach)	1.62	3.83	2.21
i. Terrell (binding theory)	.24	2.83	2.58

I have increased my awareness of the following:

Not at all 0 1 2 3 4 5 Greatly

a. Piaget's reality	3.10
b. Hemisphericity	3.30
c. Lazanov	3.21
d. Asher	3.90
e. Winitz	2.70
f. Linear/Non-linear	3.54
g. Explicit/Implicit	3.04
h. Terrell/Krashen	3.79
i. Terrell (binding)	3.00

I have materials/activities to implement these theories in my classroom:

None 0 1 2 3 4 5 Many

a. Piaget's reality	3.03
b. Hemisphericity	3.18
c. Lazanov	3.11
d. Asher	4.21
e. Winitz	3.11
f. Linear/Non-linear	3.54
g. Explicit/Implicit	3.41
h. Terrell/Krashen	3.79
i. Terrell (binding)	3.00

MATERIALS DEVELOPMENT WORKSHOP

EVALUATION DATA

PRE-ASSESSMENT

1. Materials that I have designed and developed myself that are particularly effective in the classroom are:

   Posters, maps, flashcards, games, verb charts, races, map games, skits, color cards, punctuation cards, flannel board ativities, concentration games, blackboard challenges, dictionary challenges, banners and signs, rap tape, individual clocks, football game, surveys, visuals

2. I have at my disposal sufficient pedagogical materials (excluding texts, workbooks, and worksheets) for use in my classroom that aid in teaching in the following areas:

		yes	no
a.	vocabulary	13	19
b.	subject-verb agreement	8	23
c.	noun-adjective agreement	6	24
d.	verb conjugation	12	20
e.	pronoun cases	6	24
f.	culture	10	22
g.	geography	10	22
h.	conversation	9	22

3. I rate my current supply of the following pedagogical materials as:

inadequate 1 2 3 4 5 most adequate

a.	slides	1.61
b.	visual aids	2.45
c.	computer-generated art	1.58
d.	audio tapes (excluding text-accompanied)	2.06
e.	teaching games	2.45
f.	posters and signs	2.71

MATERIALS DEVELOPMENT WORKSHOP

EVALUATION DATA

POST-ASSESSMENT

1. Materials that I have developed in this workshop that will be particularly effective in the classroom are:

   Verb materials, banners, visual aids for pronouns and verbs and adjectives, color kits, games, charts, flashcards, bulletin boards, bingo cards, computer signs, handouts, transparencies, verb-pronoun sheets, conversational visuals, commands kit, concentration board, countries and nationalities visuals, vocabulary cards

2. I now have at my disposal these additional pedagogical materials for use in my classroom that will aid in teaching in the following areas:

		yes	no
a.	vocabulary	23	3
b.	subject-verb agreement	23	1
c.	noun-adjective agreement	20	4
d.	verb conjugation	22	1
e.	pronoun cases	18	4
f.	culture	23	3
g.	geography	23	4
h.	conversation	24	2

3. I feel that I have increased my supply of the following pedagogical materials:

not at all 1 2 3 4 5 significantly

a.	slides	1.68
b.	visual aids	4.72
c.	computer-generated art	4.65
d.	audio tapes (excluding text-accompanied)	2.45
e.	teaching games	4.00
f.	posters and signs	4.69

The activity which is the subject of this report was produced under a grant from the Coordinating Board, Texas College and University System and the U.S. Education Department under the auspices of the Education for Economic Security Act (Title II).

Opinions, findings, and conclusions expressed herein do not necessarily reflect the position or policy of the Coordinating Board, Texas College and University System, or the U.S. Education Department, and no official endorsement should be inferred.

ERIC Clearinghouse for
Junior Colleges DEC 18 1987